

The following information documented in this 2008-2009 TCAP-Alt PA is a facsimile created to assist teachers in the assembly of their students' portfolios. ANY resemblance to actual people, living or dead is not intentional and purely coincidental.

2008 - 2009

# TCAP-Alt Participation Guidelines

(Required Addendum to the IEP & Must be included in the portfolio)

Student: Ben Weasely Assigned Grade Level: 3 Date: 4/31/08 Date of Birth: 9/7/2000  
To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all criteria listed below.

## SECTION I

YES	NO	Evaluation Review of Cognitive and Adaptive Ability – Document Below
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Note: In order to ensure there is sufficient information to document this student has a significant cognitive and adaptive disability, the school psychologist must review all evaluation/assessment information. After file review and documentation of this review has been made, the school psychologist signs in the space provided below, indicating agreement or non-agreement of the student's significant cognitive and adaptive deficits.</p> <p>This student demonstrates significantly deficit cognitive ability and adaptive skills which prevent full involvement and completion of the state-approved content standards even with program modifications.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning:</p> <p>Psychologist's Printed Name <u>Shirley Teresa Koudler</u> / Signature <u>[Signature]</u></p> <p>Individual Cognitive Ability Test: <u>WISC-IV</u> Date: <u>11/14/06</u></p> <p>Total Battery Score: <u>52</u></p> <p>Highest Component Score: <u>64</u> Area: <u>Verbal</u></p> <p>Lowest Component Score: <u>43</u> Area: <u>Performance</u></p> <p>Adaptive Behavior Skills Assessment: <u>VINELAND II</u> Date: <u>11/14/06</u></p> <p>Total Battery Score: <u>55</u></p> <p>Highest Component Score: <u>49</u> Area: <u>SOCIALIZATION</u></p> <p>Lowest Component Score: <u>36</u> Area: <u>COMMUNICATION</u></p> <p>NOTE: All Total Scores and Component Scores are required. Provide Standard Scores only.</p> <p>If documentation in one of the requested areas is unavailable, a detailed explanation for participation in TCAP-Alt must be documented in the spaces provided below. Please include a detailed description of any medical conditions preventing assessment in the requested areas.</p> <p>_____</p> <p>_____</p> <p>_____</p>
YES	NO	IEP Team Review – Check Yes or No and Document Below
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>STUDENT SAFEGUARDS</b></p> <p>The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> excessive or extended absences,</li> <li><input checked="" type="checkbox"/> sensory impairments,</li> <li><input checked="" type="checkbox"/> emotional-behavioral disabilities,</li> <li><input checked="" type="checkbox"/> specific learning disabilities,</li> <li><input checked="" type="checkbox"/> language impairment,</li> <li><input checked="" type="checkbox"/> other health impairment</li> <li><input checked="" type="checkbox"/> developmental disability (i.e., Autism, Asperger's Syndrome, Developmental Delay)</li> <li><input checked="" type="checkbox"/> limited English proficiency, or</li> <li><input checked="" type="checkbox"/> social, cultural, and economic differences.</li> </ul> <p><input checked="" type="checkbox"/> The decision for TCAP-Alt participation is based on the needs of the student. It is not based upon anticipated impact on system and/or school performance scores.</p> <p>The decision for TCAP-Alt participation is an IEP Team decision based on the needs of the student. it is not an administrative decision.</p>
YES	NO	For a Student 14 Years of Age or Older
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and or accommodations.

If the answer to any question in Section I is No—**Stop Here.**

This student does not meet criteria for participation in the Alternate Assessment.

If all answers to questions in Section I are Yes—Proceed to Section II.

Student: Ben Weasely Assigned Grade Level: 3 Date: 4/31/08 Date of Birth: 9/7/2000

## SECTION II

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment:

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities.

While the use of out-of-level assessments is an option under TCAP-Alt for 2008-2009, the IEP Team must be aware that any student who participates in an out-of-level assessment will automatically be reported as a Non-Participant and as Below Proficient for AYP purposes. The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. Administration of an assessment that is below the ability level of the student is an inappropriate use of this option.

Check All That Apply:

- ☒ IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.
- ☒ This student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.

The IEP Team has determined that the student will participate in:

- ☒ TCAP-Alt: PA (Check Content Areas for Assessment)
- ☒ Reading/Language Arts (includes Writing in Grades 5, 8, and 11) ☒ Mathematics ☒ Science ☒ Social Studies
- ☒ Yes ☐ No Multimedia Permission Form Signed by the Parent:
- ☐ TCAP-Alt Out-of-Level (Reminder: Reported as a "Non-Participant" and "Below Proficient" for AYP purposes)
- ☐ TCAP-Alt Writing Assessment (Grades 5, 8 and 11) – For use by students who have been assessed in TCAP-Alt PA Reading/Language Arts at high school level prior to the 11<sup>th</sup> grade and students participating in Out-of-Level assessment.

Yes	No	If the student is participating in the Out-of-Level option, complete the following information.
<input type="checkbox"/>	<input type="checkbox"/>	Based on criterion-referenced or norm-referenced assessments, the student's instructional reading level measures at least pre-kindergarten/readiness skills level <ul style="list-style-type: none"> <li>• Test: _____ Date: _____</li> <li>• Instructional Reading Level: _____</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	The IEP Team is in agreement that Out-of-Level assessment is the most appropriate option for the student. The IEP Team agrees that the Out-of-Level assessment chosen represents challenging academic goals for the student.
<input type="checkbox"/>	<input type="checkbox"/>	The IEP Team acknowledges participation in Out-of-Level assessment will automatically be reported as "Non-Participant" and as Below Proficient for AYP purposes.

IEP Team Members:

Signature

Minerva Weasely  
Mary Cliza Boppis  
John W. Whitmore  
Kim Owens  
Frank Stephens  
Joanna Kehler

Position

Parent  
CDC teacher  
Speech Therapist  
Occupational Therapist  
Physical Therapist  
Gen. Ed Teacher

School Principal Signature: Arthur Thomkins, Jr.

Note: Students who do not meet **TCAP-Alt Participation Guidelines** but are assessed with the TCAP-Alt Assessment will be reported as Non-Participants and Below Proficient for AYP purposes.

## Table of Contents

REQUIRED

Student Name: Ben Weasely

DOB: 9 / 7 / 2000 Assigned Grade Level: 3

School: Hoxley Elementary

Page  
Number(s)

Portfolio Validation [give page number(s) of location]..... 2

Affidavit of Student Performance ..... 3

Sample of Student's Mode of Communication, Instructional  
Adaptations, and Statement of Inclusion..... 4

Schedule..... 5-6

Entry #1: Reading/Language Arts..... 7-12

Entry #2:  
Mathematics..... 13-18

Entry #3: Science..... 19-24

Entry #4: Social Studies..... 25-30

Comments:

---

---

---

---

---

---

---

---



PORTFOLIO VALIDATION  
REQUIRED

We, the undersigned, verify that the student participated in the TCAP-Alt Portfolio Assessment.

Assessment Team Signatures

Parent/Guardian: Minerva Weasely

Principal: Arthur Thomkins, Sr.

Spec. Ed. Teacher: Mary Eliza Poppins

Gen. Ed. Teacher: Lintyn Merritt Social Studies Science  
and Math

Building Level Testing Coordinator: Rosie Bengler Houghton Ed D.

Student (if applicable): [Signature] Note: student made marks with hand-over-hand assistance  
MEP

Other (specify position): Caullyn Salazar Art  
E. VAN Morgan - Student Teacher

Other (specify position): Spandelle Lucas Lang Arts, Reading

Other (specify position): Nate Drake P.E./Health

Other (specify position): George Russell Music

Tennessee Comprehensive Achievement Program - Alternate Portfolio Assessment

TCAP-Alt PA

AFFIDAVIT OF STUDENT PERFORMANCE

Student Information

Student Name: Benjamin Weasely

Date of Birth: 9/7/2006 School Name: Hoxley Elementary

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student and in the presence of a teacher and/ or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data.

I am also unaware that others have provided inappropriate assistance.

Teacher: Mary Eliza Poppins 2/2/09  
Signature Date

DATE 2008-2009 School Year


































































NAME Ben Weaseby

**Mode of Communication:** Ben communicates through facial expressions, smiling, laughing, crying, limited hand movements, and eye gaze. He smacks his lips when he is hungry. When he wants an object, he sometimes vocalizes (usually a grunt or moan) and moves a hand toward the object he wants. He is learning to use a picture board to make simple requests.

**Instructional Adaptations:** Instructional materials must be placed in Ben's field of vision. Written materials must be read aloud to him. Frequent verbal prompting must be given to encourage him to use his eye gaze and hand gestures. He must also be frequently prompted to attend to the task at hand. He often requires full hand-over-hand manipulation in order to complete activities involving the use of tactile resources. When using his picture board, Ben is presented with no more than three pictures at any given time.

**Statement of Inclusion:** Of the four content areas being assessed, Ben is fully included in the general classroom only for Social Studies. He is also included for the following specialty area classes: Music, Art, Library, and PE. The class in which he is included is a second-grade class of typically developing peers. He also occasionally joins that class during other academic lessons, if the class is doing an activity that might engage or otherwise benefit him. This class was chosen (rather than a third grade class) because the teacher in this (second grade) class is especially responsive to his needs and works hard to make sure Ben is included in all activities and that his peers enjoy helping and interacting with him. Ages of all peers in that class are within two years of Ben's.

DATE 10/6/08 - 10/10/08 with proof of use (stickers - placed with hand-over-hand assistance)  
 NAME Ben Weasely

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Breakfast 	Breakfast 	Breakfast 	Breakfast 	Breakfast 
8:45-9:00	Circle Time (Menu, Calendar, Group Share) 	Circle Time (Menu, Calendar, Group Share) 	Circle Time (Menu, Calendar, Group Share) 	Circle Time (Menu, Calendar, Group Share) 	Circle Time (Menu, Calendar, Group Share) 
9:00-9:45	Social Studies (Inclusive) 	Social Studies (Inclusive) 	Social Studies (Inclusive) 	Social Studies (Inclusive) 	Social Studies (Inclusive) 
9:45-10:15	Occupational Therapy 	Physical Therapy 	Occupational Therapy 	Occupational Therapy 	Occupational Therapy 
10:15-10:45	Speech 	Speech 	Speech 	Speech 	Speech 
10:45-11:45	Art 	P.E. 	Music 	P.E. 	Library 
11:45-12:30	LUNCH 	LUNCH 	LUNCH 	LUNCH 	LUNCH 
12:30-1:00	Personal Care 	Personal Care 	Personal Care 	Personal Care 	Personal Care 
1:00-1:30	Language Arts 	Language Arts 	Language Arts 	Language Arts 	Language Arts 
1:30-1:20	Functional Math 	Functional Math 	Functional Math 	Functional Math 	Functional Math 
1:20-2:15	Science and Sensory 	Science and Sensory 	Science and Sensory 	Science and Sensory 	Science and Sensory 
2:15-2:30	Agenda books prep for dismissal 	Agenda books prep for dismissal 	Agenda books prep for dismissal 	Agenda books prep for dismissal 	Agenda books prep for dismissal 
2:30	Dismissal 	Dismissal 	Dismissal 	Dismissal 	Dismissal 



DATE 2008-2009 School Year (clean copy)

NAME Ben Weasely

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:45-9:00	Circle Time (Menu, Calendar, Group Share)	Circle Time (Menu, Calendar, Group Share)	Circle Time (Menu, Calendar, Group Share)	Circle Time (Menu, Calendar, Group Share)	Circle Time (Menu, Calendar, Group Share)
9:00-9:45	Social Studies (Inclusive)	Social Studies (Inclusive)	Social Studies (Inclusive)	Social Studies (Inclusive)	Social Studies (Inclusive)
9:45-10:15	Occupational Therapy	Physical Therapy	Occupational Therapy	Occupational Therapy	Occupational Therapy
10:15-10:45	Speech	Speech	Speech	Speech	Speech
10:45-11:45	Art	P.E.	Music	P.E.	Library
11:45-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00	Personal Care	Personal Care	Personal Care	Personal Care	Personal Care
1:00-1:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
1:30-1:20	Functional Math	Functional Math	Functional Math	Functional Math	Functional Math
1:20-2:15	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory
2:15-2:30	Agenda books, prep for dismissal	Agenda books, prep for dismissal	Agenda books, prep for dismissal	Agenda books, prep for dismissal	Agenda books, prep for dismissal
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# **READING/ LANGUAGE ARTS**

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 12/12

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Reading

Alternate Learning Expectation (Code and ALE): R.1 Develop Oral Language and Listening Skills

Alternate Performance Indicator (Code and API): R.1.2 Identify/label people, symbols, and objects.

### Learning Activity

Provide a clear explanation of activity and materials used:

During a class rehearsal of a play about characters from A Christmas Carol, a peer will ask Ben questions about the characters (e.g., "Where is Scrooge?" "Where is Tiny Tim?") and Ben will (by eye gaze) identify the character named (Scrooge, Tiny Tim, Bob Cratchett, Marley, Ghost of Christmas Yet to Come).

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 Devontae Choice 2 Michael

### Settings

The student will work on this skill in General Education Classroom (Language Arts)  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with...

Rondelle Lucas L.A. Circle One: GE or SP  
Signature Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

This was a group activity during which a peer was assigned to help Ben participate.

Provide sentence explaining how student interacted with peers on this activity.

Peer pushed Ben's wheelchair to his "mark" on stage. At intervals, peer asked Ben to identify 5 characters from the play. All peers gave Ben encouragement to identify the character marked. He responded with gestures and eye gaze.

Signature of Peer: Devontae Grade Level 2  
First Name Only

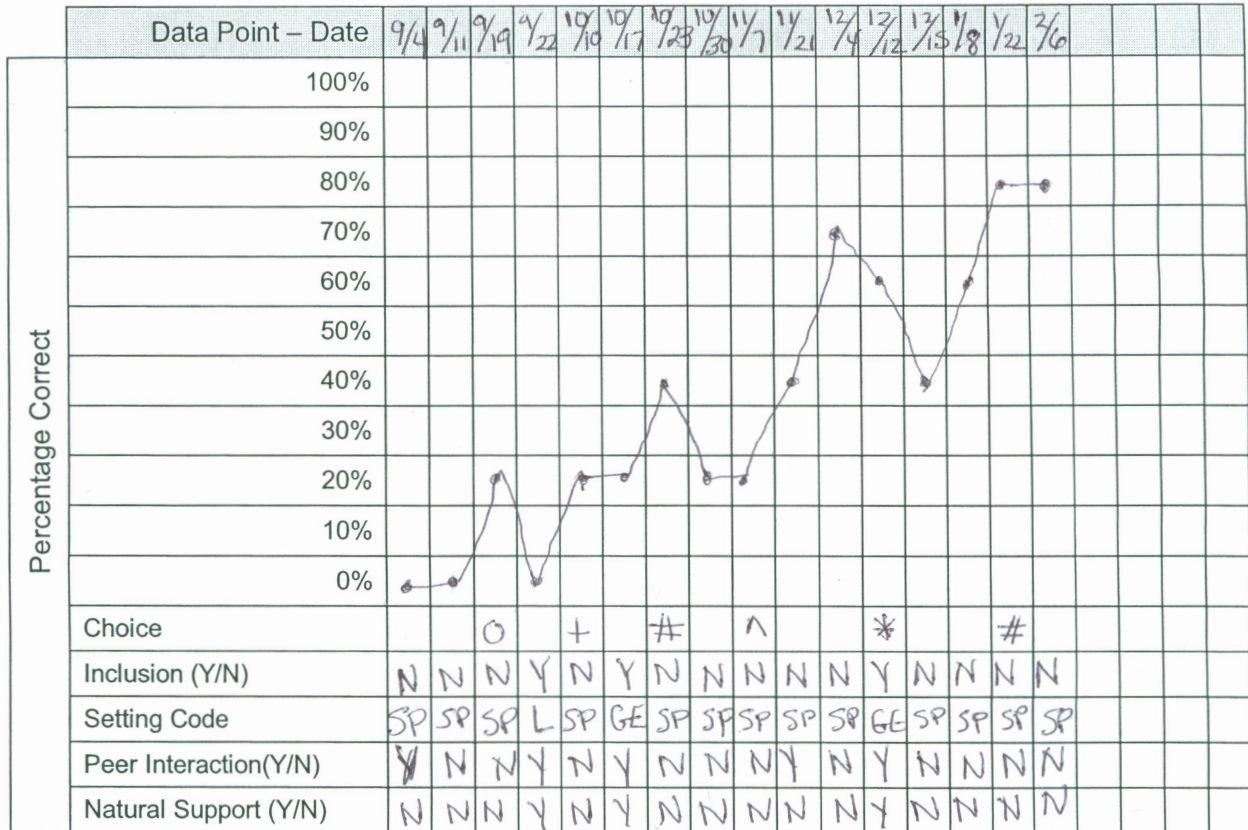
Student: Ben Weasely

Content Standard: Reading

Alternate Learning Expectation: R.1 Develop oral language and listening skills

Alternate Performance Indicator: R.1.2 Identify/label people, symbols, and objects

Graphing of Student Progress



Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) \_\_\_\_\_ (Code) \_\_\_\_\_ (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

Choice Codes

O Materials

# Reward

\* Who

^ When

+ Where

Natural Support Signatures

1. Rondelle Lucas

2. Ratte Reed

3. Emily Taughtey

Content Area Instructed

1. Language Arts

2. Library

3. Audio Visual Aide

GE or SP

1. GE

2. GE

3. GE

Peer Signature/Description of Interaction: On 9/19, during a small-group activity (phonics BINGO),

Derontae

peers helped Ben put his markers on his BINGO card which had pictures to identify instead of letters.

Grade 2



TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/29

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Writing

Alternate Learning Expectation (Code and ALE): W.1 Write for a variety of purposes.

Alternate Performance Indicator (Code and API): W.1.1 Use writing tools to make marks on paper.

### Learning Activity

Provide a clear explanation of activity and materials used:

Given paint and a modified paintbrush (with velcro straps), Ben will use stencils to paint a Halloween picture on poster board. (stencils: cat, bat, witch, ghost)

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

- ☒ Materials ☐ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 watercolors Choice 2 tempera paint ← He looked at this one longer.

### Settings

The student will work on this skill in Art Class  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with...

Caitlyn Salazar Art Circle One: GE or SP  
Signature Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Group assignment - all students were working on paintings. Seating was in small groups.

Provide sentence explaining how student interacted with peers on this activity.

Students encouraged Ben to paint. His table-mates took turns providing verbal and physical prompts as needed.

Signature of Peer: Radir Grade Level 2  
First Name Only

Student: Ben Weasely

Content Standard: Writing

Alternate Learning Expectation: W.1 Write for a variety of purposes

Alternate Performance Indicator: W.1.1 Use writing tools to make marks on paper

### Graphing of Student Progress

Data Point - Date	9/8	9/15	9/22	9/26	10/2	10/13	10/17	10/24	10/29	11/3	11/20	11/26	12/5	12/15	1/9				
Independent w/o Prompt																			
Proximity Prompt																			
Verbal Prompt																			
Modeling																			
Touch Prompt																			
Hand-Over-Hand																			
Full Physical Prompt																			
Physical Withdrawal																			
Choice			*		+	^													
Inclusion (Y/N)		N	N	N	N	N	N	Y	N	Y	N	N	Y	N	N	N			
Setting Code		SP	SP	SP	SP	SP	M	SP	A	SP	SP	H	SP	SP	SP				
Peer Interactions (Y/N)		N	N	Y	N	N	N	Y	N	Y	N	N	Y	N	N	N			
Natural Support (Y/N)		N	N	N	N	N	N	Y	N	Y	N	N	Y	N	N	N			

#### Settings & Codes

Guidance - G  
Art - A  
Gen. Ed. Class - GE  
Spec. Ed. Class - SP  
Library - L

Other Settings (Specify):

#### Choice Codes

o Materials  
# Reward  
\* Who  
^ When  
+ Where

(Setting) Hall\* (Code) H (Setting) Music (Code) m

\* Several classes were painting a mural in the 3rd grade hall. Ben participated with help from peers and an assistant

Natural Support Signatures

1. Caithlyn Salzman  
2. George Russell  
3. \_\_\_\_\_

Content Area Instructed

1. Art  
2. Music  
3. \_\_\_\_\_

GE or SP

1. GE  
2. GE  
3. \_\_\_\_\_

Peer Signature/Description of Interaction: 11/26 While Ben held an adapted paintbrush,

Teddy

(with straps), Teddy and other peers provided hand-over-hand assistance. Grade 2  
They gave Ben lots of verbal encouragement as well. He smiled in response and tried harder to move the brush with his hand. 7

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/17

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Elements of Language

Alternate Learning Expectation (Code and ALE): EL.1 English usage, mechanics, spelling and sentence structure

Alternate Performance Indicator (Code and API): EL.1.1 Use classroom resources to support the writing process (e.g. word walls, picture dictionaries, technology, student-generated word books)

### Learning Activity

Provide a clear explanation of activity and materials used:

After hearing a song about Autumn and listening to a class discussion about Autumn sounds, Ben will (with help) make a "Sounds of Autumn" booklet using clip art from a teacher-made photo file. Ben will indicate the pictures he wants by smiling. The students will then take turns creating sound effects for each others' booklets.

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

- ☐ Materials ☐ Who to work with ☐ Where to work on the activity  
☒ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 pumpkin sticker Choice 2 autumn leaf stamp

### Settings

The student will work on this skill in Music  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with...

George Russell Music Circle One: GE or SP  
Signature Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

This was a whole-group activity, but Ben was given one-to-one help from a peer tutor.

Provide sentence explaining how student interacted with peers on this activity.

Ben "told" Joanna which pictures he wanted by smiling when she asked, "How about this one?" (or by not smiling). She gave hand-over-hand assistance as needed.

Signature of Peer: Joanna Grade Level 2

First Name Only



Student: Ben Weasley

Content Standard: Elements of Language

Alternate Learning Expectation: EL.1 Demonstrate knowledge of standard English usage, mechanics, spelling, + sentence structure

Alternate Performance Indicator: EL.1.1 Use classroom resources to support the writing process (e.g., wordwalls, picture dictionaries, technology, student-generated word books)

Data Point – Date	7/4	9/11	9/19	9/25	10/10	10/17	10/23	10/30	11/7	11/21	12/11	12/15	1/8	2/4	2/6				
Independent w/o Prompt																			
Proximity Prompt																			
Verbal Prompt																			
Modeling																			
Touch Prompt																			
Hand-Over-Hand																			
Full Physical Prompt																			
Physical Withdrawal																			
Choice	#	O	#	#	#	O	#	#	O	#	O	#	#	#	O				
Inclusion (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	Y	N	N				
Setting Code	SP	SP	GE	SP	SP	M	SP	G	SP	SP	GE	SP	G	SP	SP				
Peer Interactions (Y/N)	N	N	Y	N	Y	Y	N	Y	N	Y	Y	N	Y	N	N				
Natural Support (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	Y	N	N				

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) Music (Code) M

Choice Codes

O Materials

# Reward

\* Who

^ When

+ Where

Natural Support Signatures

1. Rondelle Lucas  
2. Deanne Russell  
3. Shila Popel

Content Area Instructed

1. Reading/LA  
2. Music  
3. Guidance

GE or SP

1. GE  
2. GE  
3. GE

Peer Signature/Description of Interaction: 11/21 Peer tutor held up a picture dictionary

Johana in Ben's field of view. She turned pages Grade 2 for him and asked simple questions about the book ("Where is the fox? Where is the boy?") Ben identified the correct pictures through eye gaze and simple gestures.



**MATH**

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasley Grade Level: 3 Data Point Date: 1/9

Content Area Assessed (Circle One): Reading/Language Arts (Math) Science Social Studies

Content Standard: Algebra

Alternate Learning Expectation (Code and ALE): A.1 The student will classify and sort objects by size, number, & other properties

Alternate Performance Indicator (Code and API): A.1.1 Indicate awareness of and react to color, size, and shape

### Learning Activity

Provide a clear explanation of activity and materials used:

Students will be divided into teams and each team assigned a color. Ben will be on the Red team. Two small barrels for each team (marked with that team's color) will be placed on one sideline. Students will line up (by team) at the other sideline. Each player in turn will carry a large playground ball to his/her team's barrel & place the ball inside. From the other team's barrel, he/she will take a second ball and deliver it to the team's next player. The first team to transfer all the balls wins. When it's Ben's turn, he will indicate by eye gaze which barrel (the red one) his partner should help him drop the ball into.

#### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 Robbie Choice 2 Corlin

#### Settings

The student will work on this skill in Gym (during P.E. class)  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

#### Supports

The student worked with...

Nate Drake P.E. / Health Circle One GE or SP  
Signature Content Area Instructor

#### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Whole group activity - class divided into teams with a "buddy" assigned to Ben.

Provide sentence explaining how student interacted with peers on this activity.

Ben was assigned to a team and given a partner. Ben waited his turn and watched as the others played. When it was his turn, Corlin helped Ben complete the task and all students cheered Ben on.

Signature of Peer: CORLIN Grade Level 2  
First Name Only

Student: Ben Weasley

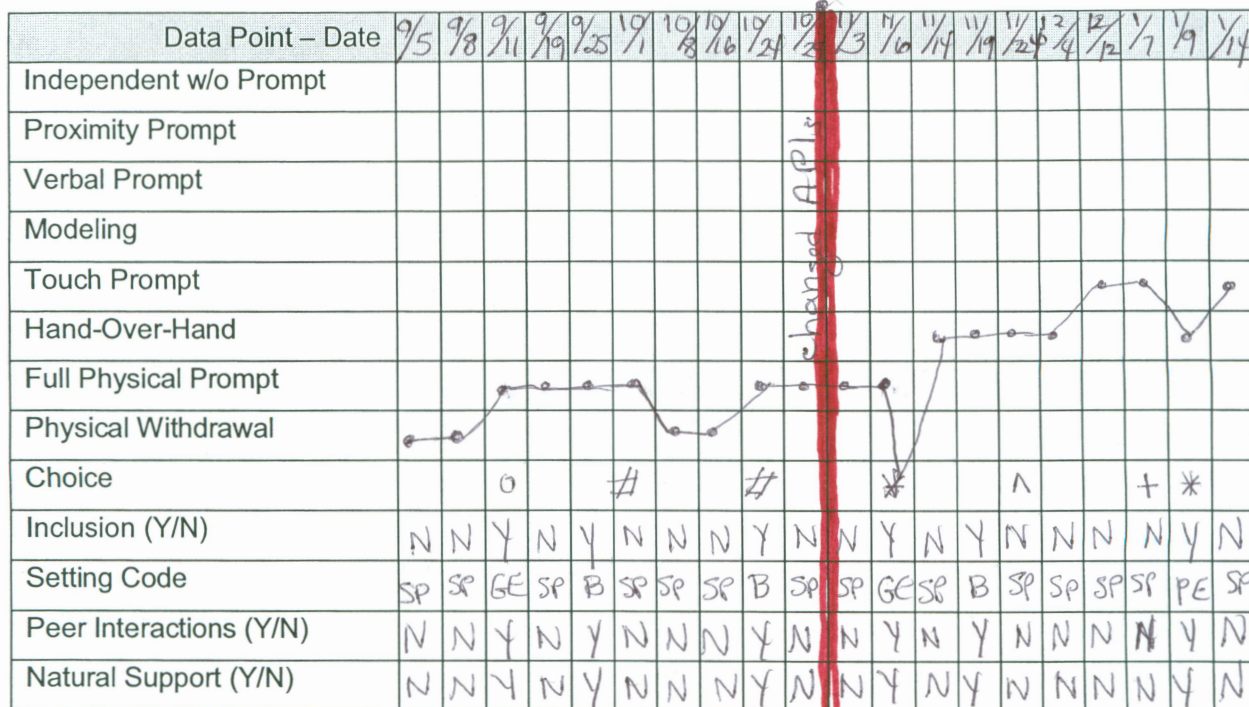
Content Standard: Algebra

Alternate Learning Expectation: A.1 The student will sort and classify objects by size, number, and other properties

Alternate Performance Indicator: A.1.2 Sort objects by two attributes (color, size, or shape)

11/3: changed to lower level API A.1.1 Indicate awareness of and react to color, size, and shape

### Graphing of Student Progress



#### Settings & Codes

Guidance - G  
Art - A  
Gen. Ed. Class - GE  
Spec. Ed. Class - SP  
Library - L

Other Settings (Specify):

(Setting) PE/gym (Code) PE (Setting) School Bookstore (Code) B

#### Choice Codes

o Materials  
# Reward  
\* Who  
^ When  
+ Where

#### Natural Support Signatures

1. Kristen Merrill  
2. Arthur Thomson, Sr.  
3. Jennah Gayner

#### Content Area Instructed

1. Math  
2. Principal  
3. Bookstore Mgr.

#### GE or SP

1. GE  
2. GE  
3. GE

#### Peer Signature/Description of Interaction:

Tracee 9/25 Tracee helped Ben choose between a red glitter pencil and a blue glitter pencil at the school bookstore while other students were also in line to buy items. Grade 2

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/24

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Geometry

Alternate Learning Expectation (Code and ALE): G.2 The student will specify locations and describe spatial relationships

Alternate Performance Indicator (Code and API): G.2.1 Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after)

### Learning Activity

Provide a clear explanation of activity and materials used:

After an art activity in which the class made "spider webs" of white string on black construction paper the teacher will name various positions on the page (e.g., top, bottom, middle), and Ben will indicate by eye orize where the "spider" (a black housh ball with wiggly eyes) should be placed. The teacher will then help Ben place the spider correctly.

The student's choice within the activity was in the area of:

### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

### Circle Student's Choice

Choice 1 Ms. Eliza Choice 2 Ms. Sherry

### Settings

The student will work on this skill in the CDC classroom  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with...

Mary Eliza Poppo CDC Circle One: GE or SP  
Signature Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

There was no peer interaction on this particular day

Provide sentence explaining how student interacted with peers on this activity.

Signature of Peer: \_\_\_\_\_ Grade Level \_\_\_\_\_  
First Name Only



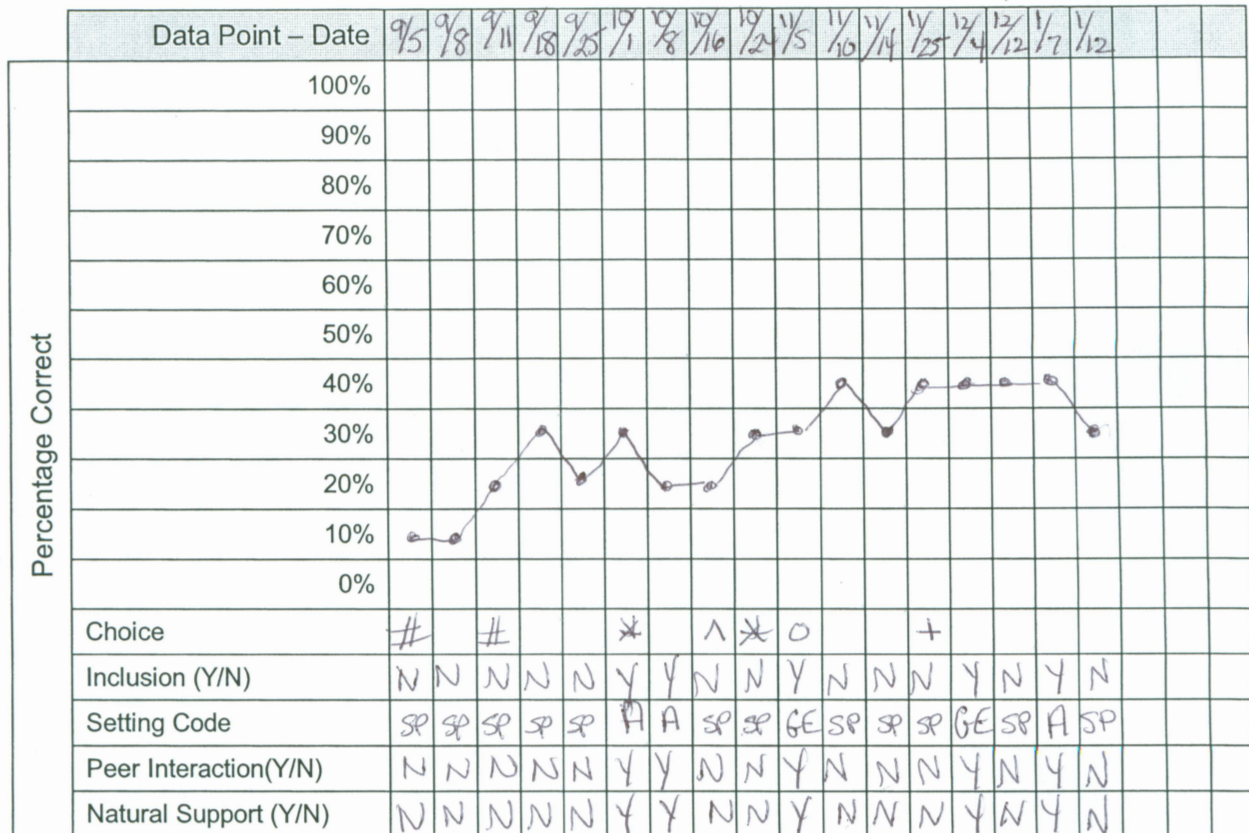
Student: Ben Weasely

Content Standard: Geometry

Alternate Learning Expectation: G.2 The student will specify locations and describe spatial relationships.

Alternate Performance Indicator: G.2.1 Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after)

### Graphing of Student Progress



#### Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) \_\_\_\_\_ (Code) \_\_\_\_\_ (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

#### Choice Codes

o Materials

# Reward

\* Who

^ When

+ Where

#### Natural Support Signatures

1. Eritha Salazar  
2. C. Van Morgan  
3. Kirstyn Morrell

#### Content Area Instructed

1. Art  
2. Mathematics - Student Teacher  
3. Math

#### GE or SP

1. GE  
2. GE  
3. GE

#### Peer Signature/Description of Interaction:

Nadri During a whole-class activity involving an obstacle course, peers took turns pushing Ben in his wheelchair under "London Bridge" (2 peers making a bridge with their arms), over a yardstick on the floor, around a traffic cone, between two desks, and so on. Peers took turns calling out instructions. Ben gave directions with simple pointing gestures.

Grade 2

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/24

Content Area Assessed (Circle One): Reading/Language Arts (Math) Science Social Studies

Content Standard: Measurement

Alternate Learning Expectation (Code and ALE): M.1 of units of measure and measure attributes  
Alternate Performance Indicator (Code and API): M.1.2 Indicate awareness of and react to temperature of objects

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will participate in a variation of musical chairs called "Hot Potato, cold potato." While music is being played, the students will pass around a hot water bottle (the "hot potato") and an ice pack (the "cold potato"). When the music stops, the person with the hot potato is "out," and the person with the cold potato gets to choose a small prize. (At the end of class, all students get to choose something from the prize box.)

The student's choice within the activity was in the area of:

#### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 (Ginny) Choice 2 Susan

#### Settings

The student will work on this skill in Music class  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

#### Supports

The student worked with...

George Russell Music Circle One: GE or SP  
Signature Content Area Instructor

#### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Whole group lesson. Ben was assigned a peer partner.

Provide sentence explaining how student interacted with peers on this activity.

Ben received hand-over-hand assistance from his peer tutor, Ginny, who helped him pass the potatoes. Peers encouraged Ben, who laughed, smiled, and tried harder in response.

Signature of Peer: Ginny Grade Level 2  
First Name Only

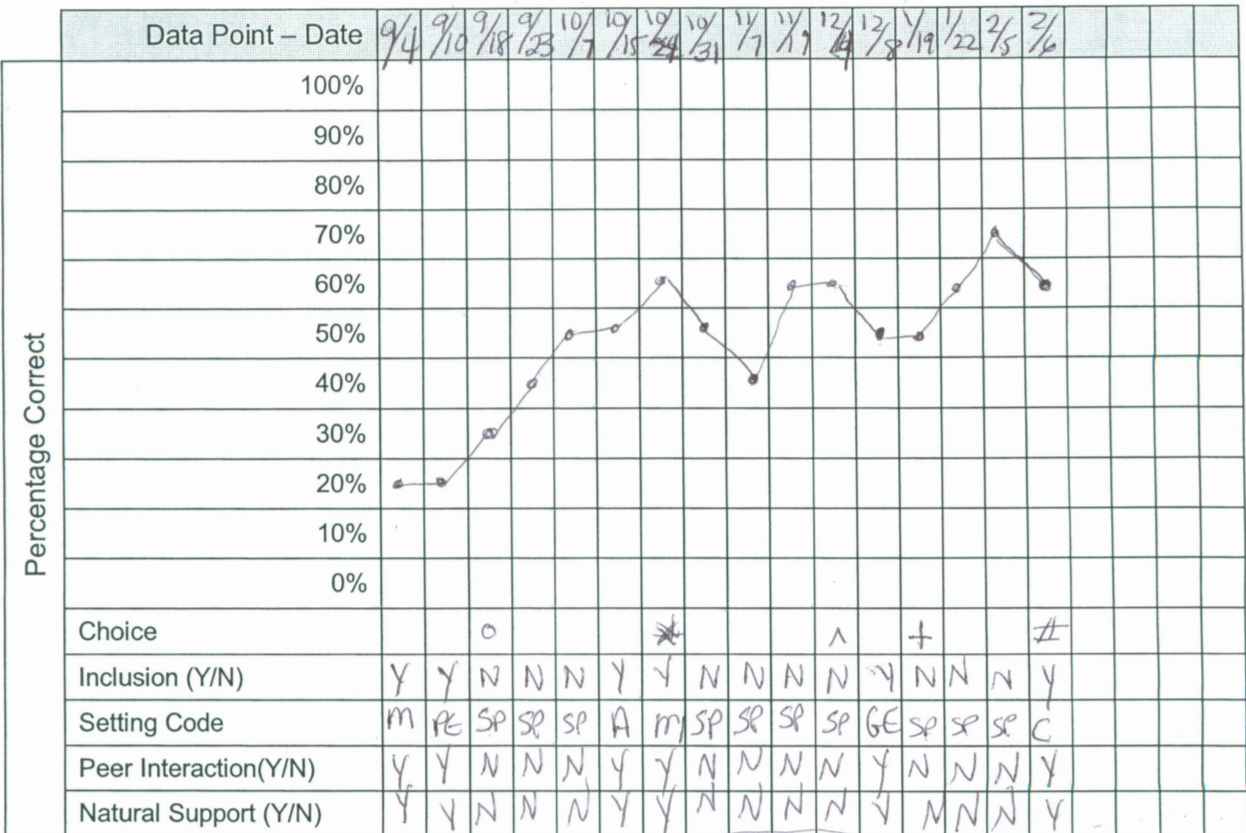
Student: Ben Weasely

Content Standard: Measurement

Alternate Learning Expectation: M.1 Demonstrate understanding of units of measure and measurable attributes of object

Alternate Performance Indicator: M.1.2 Indicate awareness of and react to temperature

### Graphing of Student Progress



#### Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) music

(Code) M

(Setting) PE/Gym

(Code) PE

#### Natural Support Signatures

- Dan Drake
- Lindyn Merritt
- Adeline Maynard

#### Content Area Instructed

- PE / Health
- Math
- Cafeteria Worker

#### GE or SP

- GE
- GE
- GE

Peer Signature/Description of Interaction:

Ginny

12/4 In the CDC classroom, a peer tutor touched Ben's cheek, neck, and hands with either a warm buckwheat-filled "beanbag" or a cold buckwheat bag. When asked, "Is this hot?" or "Is this cold?" Ben smiled for yes and frowned for no.

Grade 2

**SCIENCE**



TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weaseley Grade Level: 3 Data Point Date: 9/17

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: LifeScience/Interactions between living things and their environment

Alternate Learning Expectation (Code and ALE): LS.2B Realize that organisms use their senses to interact with their environment

Alternate Performance Indicator (Code and API): LS.2B.4 Demonstrate use of senses to explore the environment.

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will use scented markers (with hand-over-hand help) to help decorate the border of a collage about good-smelling things (on the left) and bad-smelling things (on the right).

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

- ☒ Materials ☐ Who to work with ☐ Where to work on the activity  
☒ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 banana-scented sticker Choice 2 grape-scented sticker

### Settings

The student will work on this skill in Art Class  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with..

Mrs. Ame Cambodian Art-T.A. Circle One: GE or SP  
Signature Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

whole-class assignment, class divided into smaller groups, Ben assigned a partner

Provide sentence explaining how student interacted with peers on this activity.

Peers cut out various pictures and held them up in Ben's field of vision. They asked, "Does this smell good?" "Does this smell bad?" and encouraged Ben to smile or grimace in response. 6 His partner helped him manipulate the marker and glue the pictures.

Signature of Peer: ZOF  
First Name Only

Grade Level 2

Student: Ben Weasley

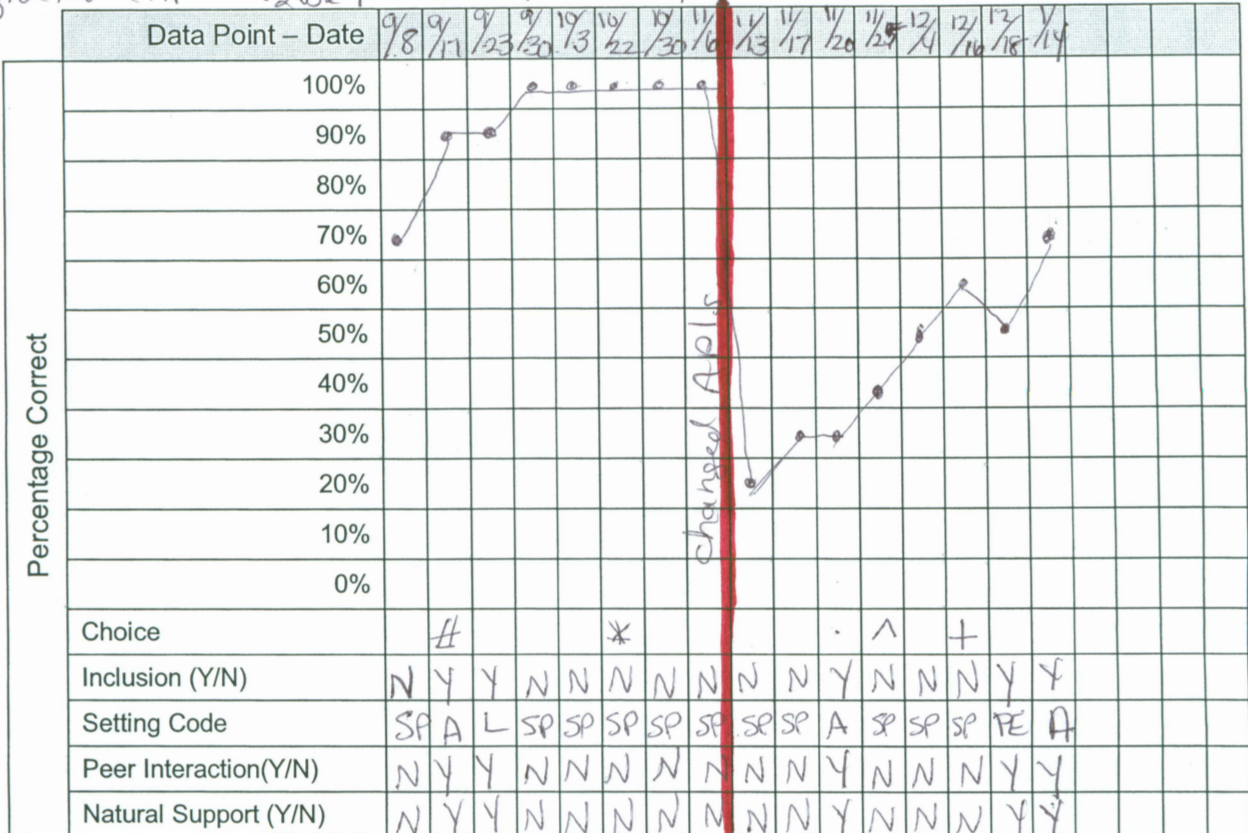
Content Standard: Life Science/Interactions between living things & their environment

Alternate Learning Expectation: LS.2B.1 Realize that organisms use their senses to interact with their environment

Alternate Performance Indicator: LS.2B.2 Attend to and interact with surroundings

11/13: switched to a higher level API LS.2B.4 Demonstrate use of the senses to explore the environment

### Graphing of Student Progress



#### Settings & Codes

Guidance - G  
Art - A  
Gen. Ed. Class - GE  
Spec. Ed. Class - SP  
Library - L

Other Settings (Specify):

(Setting) PE/cym (Code) PE (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

Natural Support Signatures

- Anthony
- Christine Garabedian
- Caitlyn Salazar

Content Area Instructed

- PE/Health
- Teacher's Aide
- Art

#### Choice Codes

o Materials  
# Reward  
\* Who  
^ When  
+ Where

GE or SP

- GE
- GE
- GE

Peer Signature/Description of Interaction:

Anthony 11/13 Anthony was Ben's peer partner during an activity about making pinch pots from clay. Peers encouraged Ben to touch and squeeze the clay. Grade 2

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/29

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Earth Science

Alternate Learning Expectation (Code and ALE): ES.3A Identify Earth's major geological features

Alternate Performance Indicator (Code and API): ES.3A.1 Distinguish between land and water

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will help a small group of peers make a large salt-and-flour map of the continents and oceans. The salt-and-flour mixture for the oceans will be tinted with blue food coloring. The mixture for the land will be uncolored. It will be painted after it dries.

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 Cindy Choice 2 Tamra

### Settings

The student will work on this skill in General Education (Science)  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with...

Signature Kristyn Merritt Science Circle One: GE or SP  
Content Area Instructor

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Whole-class activity, class divided into small groups, Ben assigned a peer partner

Provide sentence explaining how student interacted with peers on this activity.

Ben's peer partner helped him smooth the modeling material onto the map. All members of his group encouraged him to participate.

Signature of Peer: Cindy He responded with smiles and other facial expressions Grade Level 2  
First Name Only



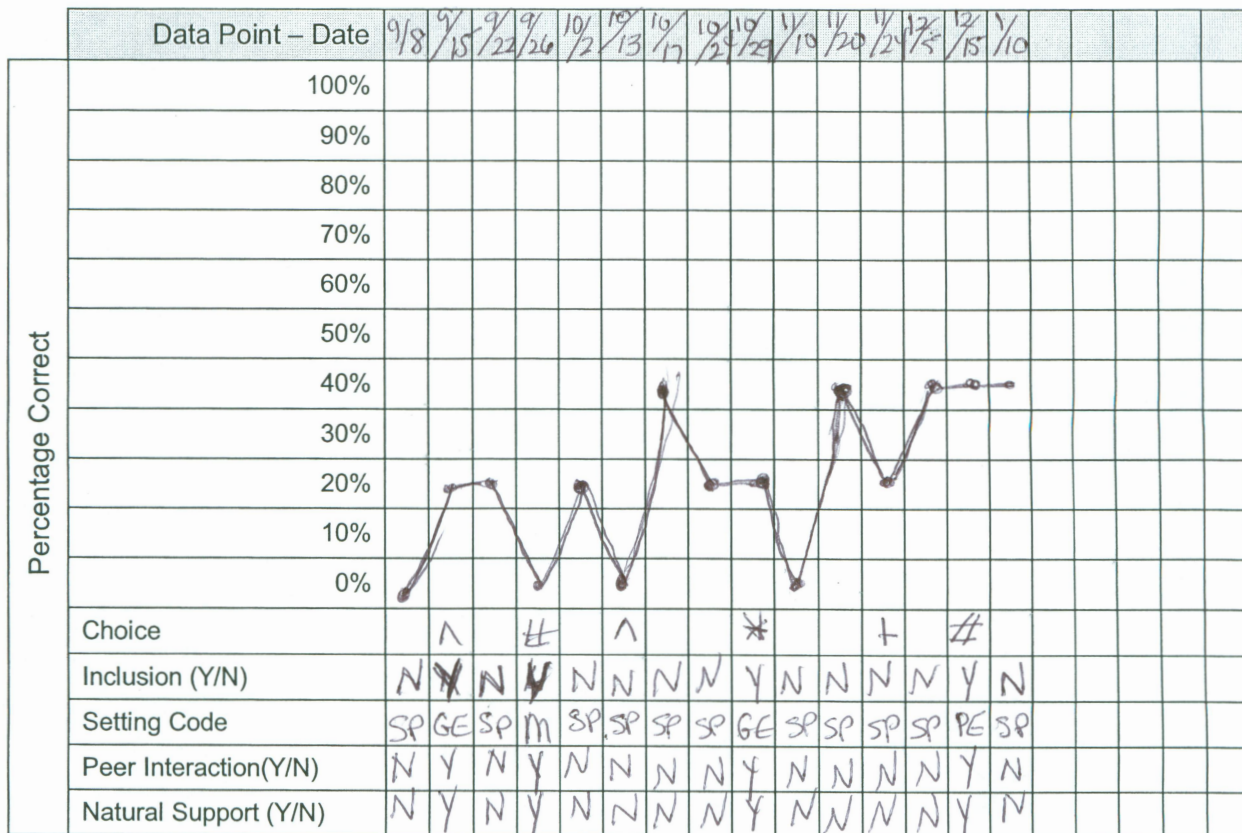
Student: Ben Weasely

Content Standard: Earth Science

Alternate Learning Expectation: ES-3A Identify the earth's major geological features

Alternate Performance Indicator: ES-3A.1 Distinguish between land and water

Graphing of Student Progress



Settings & Codes

Guidance - G  
Art - A  
Gen. Ed. Class - GE  
Spec. Ed. Class - SP  
Library - L

Other Settings (Specify):

(Setting) Music (Code) M (Setting) PE/gym (Code) PE

Choice Codes

o Materials  
# Reward  
\* Who  
^ When  
+ Where

Natural Support Signatures

1. Kirstyn Bennett  
2. Deanna Russell  
3. Rondell Lucas

Content Area Instructed

1. Science  
1. Music  
1. Spelling

GE or SP

1. GE  
1. GE  
1. GE

Peer Signature/Description of Interaction:

Brant 10/2 Brant, peer tutor, helped Ben play in the sand and water tray, pointing out the differences in the feel of the water and the sand. Grade 2



TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/23

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Physical Science

Alternate Learning Expectation (Code and ALE): PS.1A Understand the basic concept that forces can move objects (push, pull)  
Alternate Performance Indicator (Code and API): PS.1A.1 Recognize that a push or pull can move objects

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will participate in a science lesson involving force. Beginning in the classroom, he will take turns pushing and pulling a toy car or a pendulum with hand-over-hand or full physical assistance. He will pay attention as the class discusses how force can move objects. Then the class will go outside and take turns pulling and pushing each other in a wagon. (Ben will have turns riding in the wagon but is physically unable to push or pull.)  
The student's choice within the activity was in the area of:

#### Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 Billy Choice 2 Ashleigh

#### Settings

The student will work on this skill in Beginn General Ed Classroom (Science) + move to playground for wagon-pulling  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

#### Supports

The student worked with...

Kirstyn Merritt Science Circle One: GE or SP  
Signature Content Area Instructor

#### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Whole-class assignment, class divided into groups, Ben assigned a peer partner

Provide sentence explaining how student interacted with peers on this activity.

Ben attempted to push the toy car with his hand after encouragement from his peers. They cheered when he bumped the pendulum with his wrist. He responded to their encouragement with smiles and by trying harder.

Signature of Peer: Ashleigh  
First Name Only

Grade Level 2

Student: Ben Weasley  
 Content Standard: Physical Science  
 Alternate Learning Expectation: PS.1A Understand the basic concept that forces can move objects (push/pull)  
 Alternate Performance Indicator: PS.1A.1 Recognize that a push or pull can move objects

### Graphing of Student Progress

Data Point – Date	9/4	9/8	9/15	9/18	9/22	10/9	10/16	10/23	10/29	11/7	11/13	12/10	12/15	12/17	1/28				
Independent w/o Prompt																			
Proximity Prompt																			
Verbal Prompt																			
Modeling																			
Touch Prompt																			
Hand-Over-Hand																			
Full Physical Prompt																			
Physical Withdrawal																			
Choice		o			#		*			*	^	o		+					
Inclusion (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N				
Setting Code	SP	SP	PE	SP	SP	PE	SP	GE	SP	SP	DM	SP	SP	PE	SP				
Peer Interactions (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N				
Natural Support (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N				

#### Settings & Codes

Guidance – G  
 Art – A  
 Gen. Ed. Class – GE  
 Spec. Ed. Class – SP  
 Library – L

Other Settings (Specify):

(Setting) PE/gym (Code) PE (Setting) Discovery Science Museum (Code) DM

#### Choice Codes

o Materials  
 # Reward  
 \* Who  
 ^ When  
 + Where

#### Natural Support Signatures

1. Nate Drake  
 2. Randell Lucas  
 3. James Tipton

#### Content Area/Instructed

1. PE/Health  
 2. Language Arts/Reading  
 3. Chaperone at museum

#### GE or SP

1. GE  
 2. GE  
 3. GE

Peer Signature/Description of Interaction: 11/13 Carlos was Ben's "buddy" at the Discovery

Car/ov Science museum. He helped Ben Grade 2  
 do various experiments, including some  
 on force created by pushing and pulling objects  
 (like setting a pendulum in motion)

# **SOCIAL STUDIES**

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 11/19

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Culture

Alternate Learning Expectation (Code and ALE): C.1 Identify differences among people

Alternate Performance Indicator (Code and API): C.1.6 Interact with other children

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will be part of a small group activity involving different Native American cultures. Ben's group (assigned the Hopi culture) will make paper bag puppets to enact a Hopi folk tale.

### Choices

The student's choice within the activity was in the area of:

#### Mark Only One

☒ Materials

☐ Who to work with

☐ Where to work on the activity

☐ Reward/positive reinforcement for completing activity

☐ When to work on the activity

#### Circle Student's Choice

Choice 1 yarn hair

Choice 2 fake fur hair

### Settings

The student will work on this skill in General Ed Classroom  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

### Supports

The student worked with..

Rondelle Lucas  
Signature

Reading  
Content Area Instructor

Circle One: GE or SP

### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Small group assignment, Ben assigned a peer tutor/partner

Provide sentence explaining how student interacted with peers on this activity.

In response to encouragement from his peers, Ben reached for the materials (yarn, felt, fake fur, wiggly eyes, etc.) and touched them.

Signature of Peer: Quineisha  
First Name Only

Grade Level 2



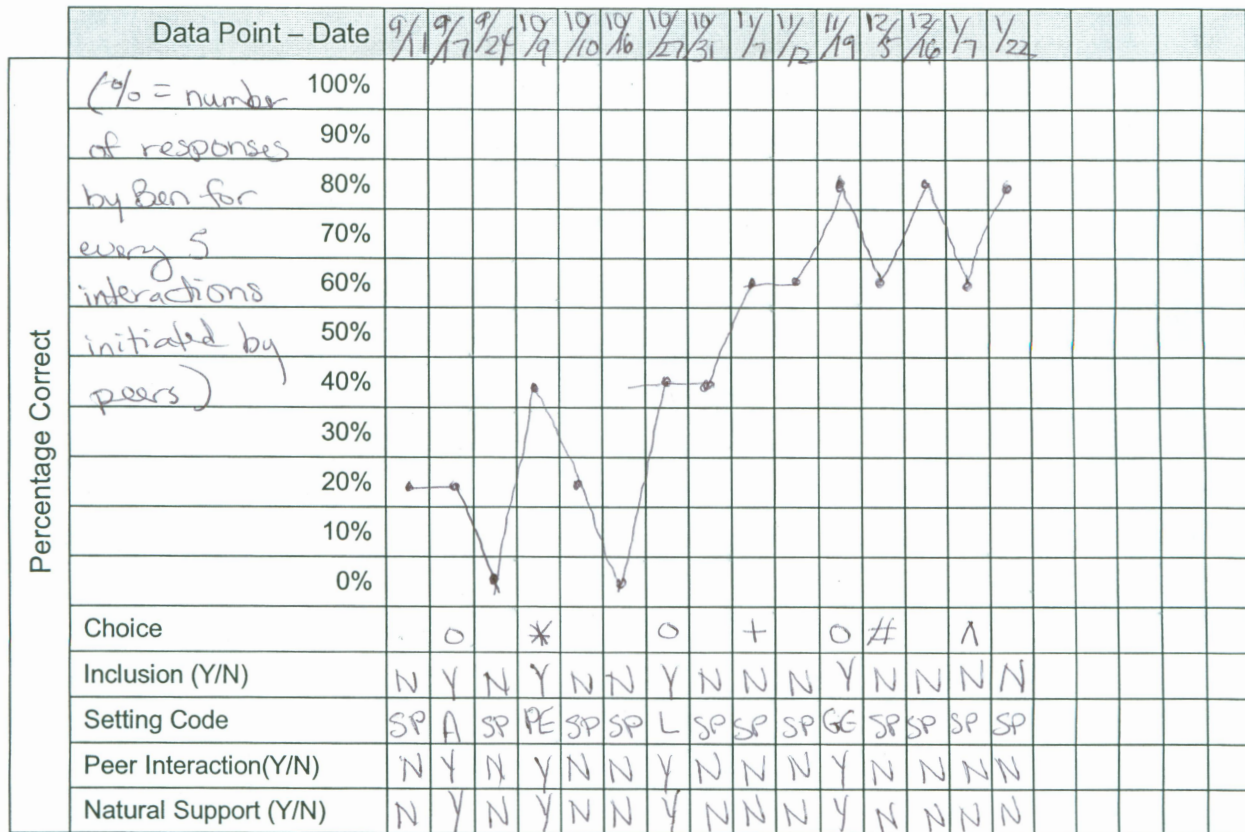
Student: Ben Weasley

Content Standard: Culture

Alternate Learning Expectation: C.1 Identify differences among people

Alternate Performance Indicator: C.1.6 Interact with other children

Graphing of Student Progress



Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) PE/gym (Code) PE (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

Natural Support Signatures

1. Caitlyn Galagan  
2. John Reel  
3. Nate Drake

Content Area Instructed

1. Art  
2. Library  
3. PE/Health

GE or SP

1. GE  
2. GE  
3. GE

Peer Signature/Description of Interaction: 1/22 Tanisha, a peer tutor, helped Ben

Tanisha make an outline of his body Grade 2

on butcher paper. She then helped him color the clothes and features to match his own, cut it out, and placed it on the wall with tracings of his classmates. He made sounds, gestures, and facial expressions in response to her comments. He also attempted to color with her help.

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 12/10

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Governance and Civics

Alternate Learning Expectation (Code and ALE): GC.1 Exhibit cooperation

Alternate Performance Indicator (Code and API): GC.1.2 Work with other children

### Learning Activity

Provide a clear explanation of activity and materials used:

Ben will participate in a classroom activity of making a Christmas/ winter mural to decorate the hallway. Ben's group will make a mural about Christmas village on a light blue background. Ben will help attach cotton batting for snow, glittery snowflakes, felt hats and vests for the elves, and so on. He will

Choices also help paint the walls of Santa's workshop. (He will need hand-over-hand assistance.)  
The student's choice within the activity was in the area of:

#### Mark Only One

- ☒ Materials ☐ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

#### Circle Student's Choice

Choice 1 red paint Choice 2 green paint

#### Settings

The student will work on this skill in General Education Classroom  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

#### Supports

The student worked with...

Hondelle Lucas  
Signature

Lang Arts  
Content Area Instructor

Circle One: GE or SP

#### Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Class activity, class divided into groups, Ben assigned 3 peer partners

Provide sentence explaining how student interacted with peers on this activity.

Peers encouraged Ben to feel the textures of various materials used. Peers took turns helping Ben paint parts of the mural and helping him attach 3-d elements of the mural.

Signature of Peer: Yese NIA Grade Level 2  
First Name Only

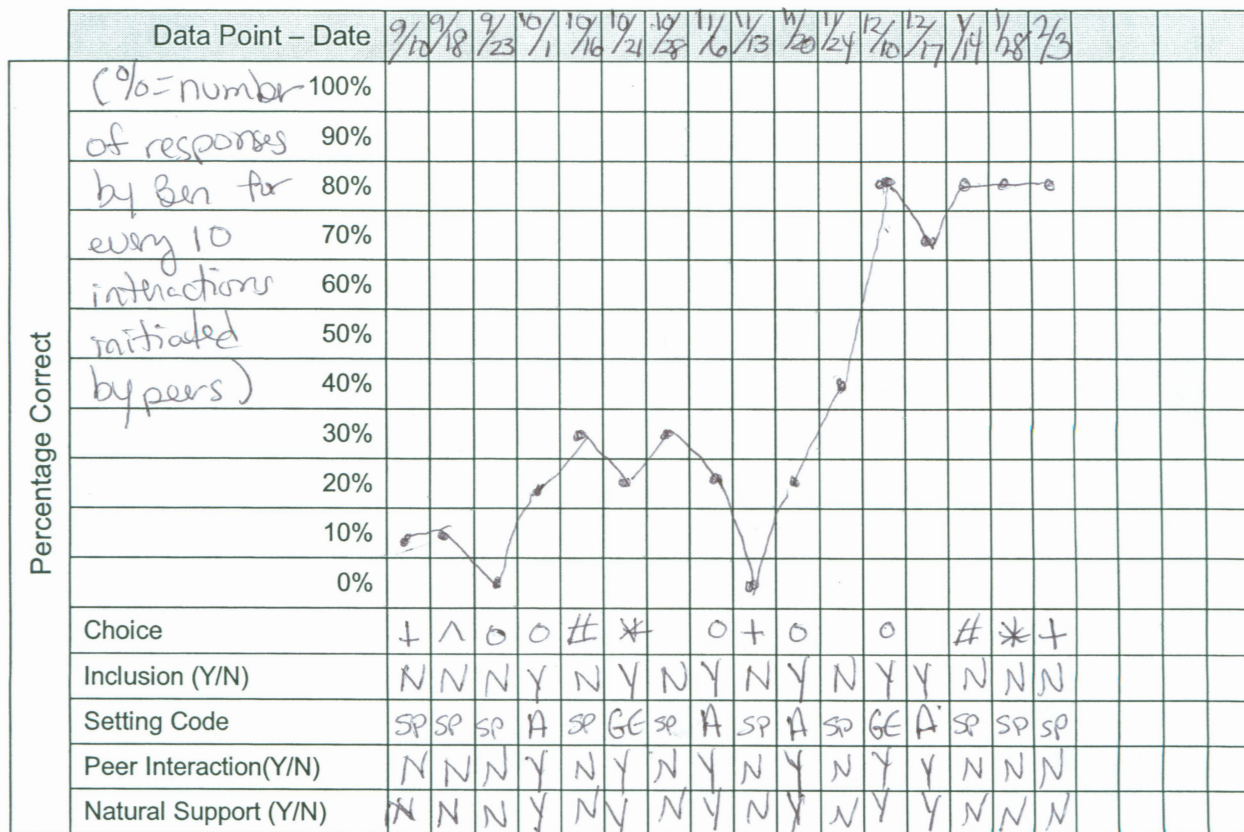
Student: Ben Weaseley

Content Standard: Governance and Civics

Alternate Learning Expectation: GC.1 Exhibit cooperation

Alternate Performance Indicator: CG.1.2 Work with other children

### Graphing of Student Progress



#### Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) \_\_\_\_\_ (Code) \_\_\_\_\_ (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

#### Choice Codes

o Materials

# Reward

\* Who

^ When

+ Where

#### Natural Support Signatures

- C. Van Morgan
- Kristyn Bennett
- Aidyn Salazar

#### Content Area Instructed

- Student Teacher Art
- Social Studies
- Art

#### GE or SP

- GE
- GE
- GE

#### Peer Signature/Description of Interaction:

yes N/A 12/17 A peer tutor/partner gave hand-over-hand help in making a Christmas tree ornament (she helped Ben sprinkle glitter) during a lesson on Christmas traditions around the world. Grade 2

TCAP-Alt Evidence Sheet  
STATE REQUIRED TCAP-Alt PA FORM

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 9/24

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: History

Alternate Learning Expectation (Code and ALE): H.3 Recognize that people and events influence history

Alternate Performance Indicator (Code and API): H.3.1 Examine elements of Native American Culture (e.g., shelter, food, dress)

Learning Activity

Provide a clear explanation of activity and materials used:

As part of a classroom festival on Native American culture, Ben will wear Native American beads and a Native American headdress while watching a visiting Native American tribal dancer. After the dance, Ben will pay attention as the dancer tells a legend from Native American Culture. Then Ben will sample Native American foods: corn pudding, venison, and frybread.

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials ☒ Who to work with ☐ Where to work on the activity  
☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

Circle Student's Choice

Choice 1 Johnna Choice 2 Maxwell

Settings

The student will work on this skill in CDC classroom  
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

Supports

The student worked with...

Mary Eliza Poppins CDC Circle One: GE or SP  
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Class assignment with peer tutor from the general ed. classroom.

Provide sentence explaining how student interacted with peers on this activity.

Johnna helped Ben put on his beads and headdress. She sat with him during the performance, then fed him bites of the sampled foods.

Signature of Peer: Johnna Grade Level 2  
First Name Only



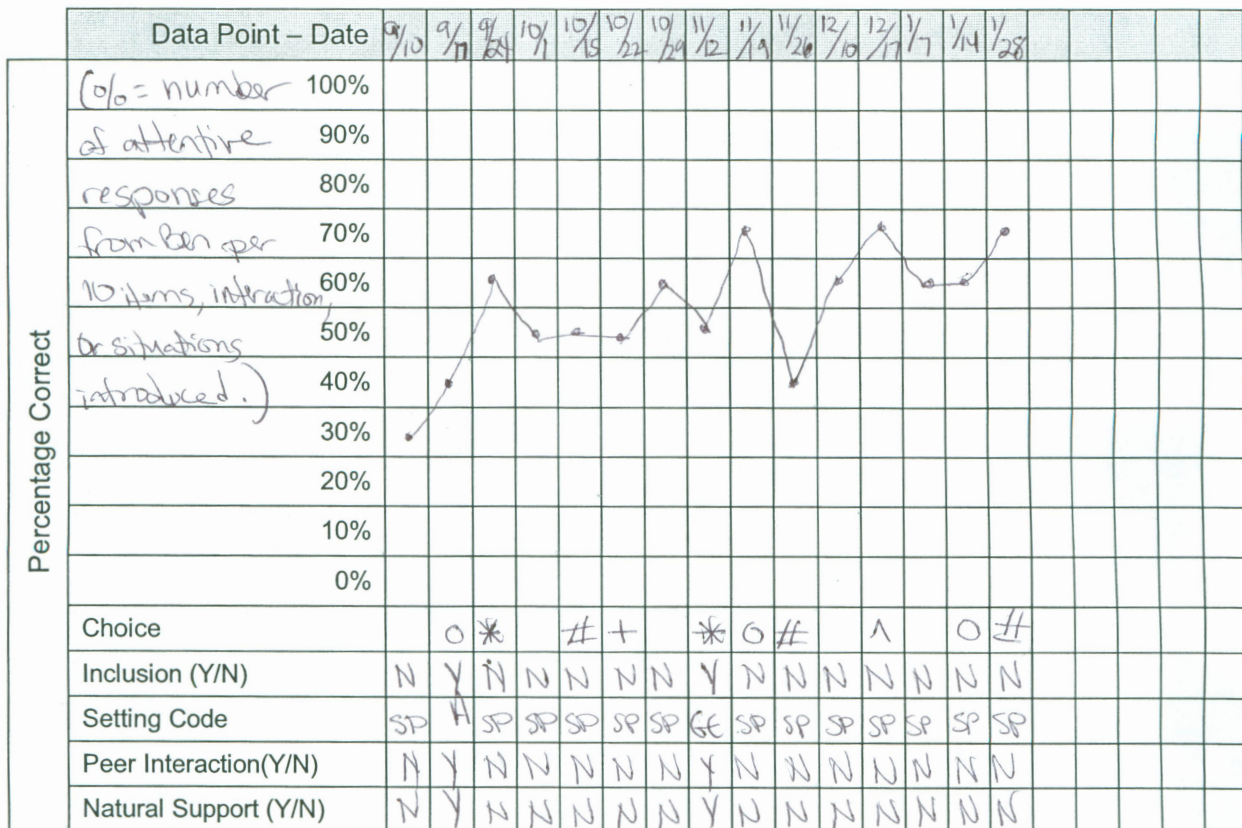
Student: Ben Weasely

Content Standard: History

Alternate Learning Expectation: H.3 Recognize that people and events influence history.

Alternate Performance Indicator: H.3.1 Examine elements of Native American culture (e.g., food, shelter, dress)

Graphing of Student Progress



Settings & Codes

Guidance - G

Art - A

Gen. Ed. Class - GE

Spec. Ed. Class - SP

Library - L

Other Settings (Specify):

(Setting) \_\_\_\_\_ (Code) \_\_\_\_\_ (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

Choice Codes

O Materials

# Reward

\* Who

^ When

+ Where

Natural Support Signatures

1. George Russell

2. Carlynn Salazar

3. Ms. Anne Gaudin

Content Area Instructed

1. Music

2. Art

3. Teacher's Aide Art

GE or SP

1. GE

2. GE

3. GE

Peer Signature/Description of Interaction:

Marta

11/12 Marta, a peer tutor, sat beside Ben during a video on Native American culture. Then she helped Ben make a Kachina doll out of a toilet paper roll and construction paper. Ben indicated where he wanted the various components by gesture and eye gaze. He was given hand-over-hand help.

Grade 2